

# Application: Bronx Charter School For Excellence 5

Susan Tan - [REDACTED]  
2024-2025 Annual Report

## Entry 1 – School Information and Cover Page

Completed - Aug 1 2025

### [Instructions](#)

#### Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2024-2025 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2025**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

Bronx Charter School for Excellence 5

### b. Unofficial or Popular School Name

Bronx Excellence 5

**c. CHARTER AUTHORIZER (As of June 30th, 2025)**

Please select the correct authorizer as of June 30, 2025 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. School Unionized**

Is your charter school unionized?

No

**d. District/CSD of Location**

New York City Community School District # 9

**e. Date of Approved Initial Charter**

Jun 13 2016

**f. Date School First Opened for Instruction**

Sep 3 2019

**g. Approved School Mission**

*(Regents, NYCDOE, and Buffalo BOE-authorized schools only)*

We are authorized by SUNY.

**h. Approved Key Design Elements**

*(Regents, NYCDOE, and Buffalo BOE-authorized schools only)*

We are authorized by SUNY.

**i. School Website Address**

<https://www.excellencecommunityschools.org/>

**j. Authorized Charter Enrollment for 2024-2025 School Year**

420

**k. Actual Enrollment on June 30, 2025, Excluding Pre-K Program Enrollment**

311

**I. Grades Served**

Grades served during the 2024-2025 school year (exclude Pre-K program students):

**Responses Selected:**

Kindergarten
1
2
3
4
5
6

**m. Charter Management Organization/Educational Management Organization**

Do you have a [Charter Management Organization](#)?

Yes

**m1. Charter Management Organization Name**

Include required contact information (email address and telephone number) below.

Excellence Community Schools Inc.

**m2. Charter Management Organization Email Address**

[Redacted]

**m3. Charter Management Organization Phone Number**

718-828-7301

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**FACILITIES INFORMATION**

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**n. FACILITIES: Owned, rented, or leased to educate students**

Will the school maintain or operate multiple sites in 2025-2026?

No, just one site.

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**School Site 1 (Primary)**

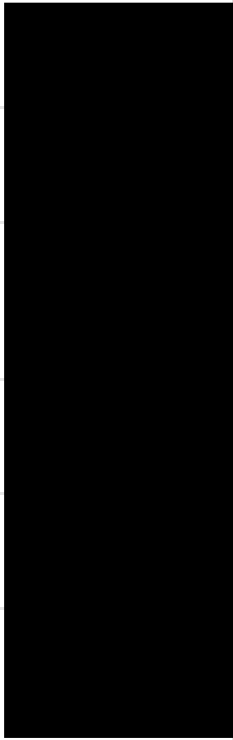
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**n1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2025-2026 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	1946 Bathgate Avenue, Bronx NY 10457	718-882-1058	New York City Community School District # 9	K-6	K-7	K-7

**n1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Taylor Pescetti	Principal	718-882-1058		
Operational Leader	Carlos Figueroa	Director of Operations	718-882-1058		
Compliance Contact	Monica Rios	Regional Director of School Operations	718-882-1058		
Complaint Contact	Taylor Pescetti	Principal	718-882-1058		
DASA Coordinator	Tamara Forrest	Senior HR Manager	718-892-1309		
Phone Contact for After Hours Emergencies	Leroy Clark	Facilities Manager	732-797-8879		

**n1b. Is site 1 in public space or in private space?**

Private Space

**n1c. Is site 1 in a co-located or not in a co-located facility?**

**Responses Selected:**

Not Co-Located

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**n1e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2025.**

**Fire inspection certificates must be updated annually. For the upcoming school year 2025-2026, please submit a current fire inspection certificate.**

**If the fire inspection certificate will expire between the August 1, 2025 submission of the Annual Report and the November 3 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 3, 2025.**

**Site 1 Certificate of Occupancy (COO)**

[Bathgate\\_CO.pdf](#)

**Filename:** Bathgate\_CO.pdf **Size:** 236.3 kB

**Site 1 Fire Inspection Report**

*This is required, marked optional for administrative purposes.*

**o. List of owned, rented, or leased facilities not used to educate students and the purpose of each.**

Separate by semi-colon (;)

N/A

**p1. Total Number of School Calendar Days**

180

**p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)**

July 2025	0
August 2025	0
September 2025	140
October 2025	145
November 2025	110
December 2025	115
January 2026	130
February 2026	105
March 2026	147
April 2026	115
May 2026	135
June 2026	84

**CHARTER REVISIONS DURING THE 2024-2025 SCHOOL YEAR**

**q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2024, including updates to the school’s board of trustees’ by-laws, enrollment policy, discipline policy, or complaint policy.**

*Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.*

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2024?

No

**ATTESTATIONS**

**r. Name/Position of Person Completing/Submitting the 2024-2025 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).**

Name	Monica Rios
Position	Regional Director of School Operations
Phone/Extension	347-313-2533
Email	<a href="mailto:mrios@bronxexcellence.org">mrios@bronxexcellence.org</a>

s. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, this will constitute grounds for the revocation of our charter.

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

**Responses Selected:**

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

**Responses Selected:**

Yes

Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

A handwritten signature in black ink on a light gray background. The signature reads "Charlene Reid". The first name "Charlene" is written in a cursive style, and the last name "Reid" is also in cursive with a large, sweeping initial "R".

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

Aug 1 2025



Thank you.

## Entry 2 – Links to Critical Documents on School Website

Completed - Aug 1 2025

### Instructions

**Required of ALL Charter Schools** (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert the link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document.**

1. Current Annual Report (i.e., 2024-2025 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas, and documents, including board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[\[2\]](#) Even if there is no school data yet reported, a direct web link to the most recent [New York State School Report Card](#) for the charter school must be provided.
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records (e.g., see [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

[2] SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

## Entry 2 – Links to Critical Documents on School Website

School Name: Bronx Charter School For Excellence 5

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**Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy)**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link from the school's website](#) for each of the items. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2024-2025 Annual Report)	<u><a href="https://www.excellencecommunityschools.org/about-us/board-of-trustees">https://www.excellencecommunityschools.org/about-us/board-of-trustees</a></u>
2. Board meeting notices, agendas, and documents, including board meeting minutes	<u><a href="https://www.excellencecommunityschools.org/about-us/board-of-trustees">https://www.excellencecommunityschools.org/about-us/board-of-trustees</a></u>
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	<u><a href="https://data.nysed.gov/profile.php?instid=800000089004">https://data.nysed.gov/profile.php?instid=800000089004</a></u>
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the July 2023 Emergency Response Plan Memo)	<u><a href="https://www.excellencecommunityschools.org/policies-and-procedures">https://www.excellencecommunityschools.org/policies-and-procedures</a></u>
6. Authorizer-approved FOIL Policy	<u><a href="https://www.excellencecommunityschools.org/legal">https://www.excellencecommunityschools.org/legal</a></u>
7. Subject matter list of FOIL records (e.g., see NYSED	<u><a href="https://www.excellencecommunityschools.org/legal">https://www.excellencecommunityschools.org/legal</a></u>

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

**Responses Selected:**

Yes, the website has been reviewed to ensure that policies are consistent and up to date.



Thank you.

### Entry 3 – Board of Trustees Membership Table

Completed - Aug 1 2025

## Instructions

### Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

### Entry 3 – Board of Trustees Membership Table

1. **SUNY-AUTHORIZED** charter schools are required to provide information for VOTING trustees only.
2. **REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED** charter schools are required to provide information for all VOTING and NON-VOTING trustees.

**Authorizer:**

Who is the authorizer of your charter school?

SUNY

**1. 2024-2025 Board Member Information (Enter info for each BOT member)**

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2024-2025
1	Kathy Lathen		Chair	Executive, Discipline, Finance	Yes	4	07/02/2024	06/20/2027	5 or less
2	Joyce Frost		Vice Chair	Executive, Discipline, Finance	Yes	7	07/01/2025	06/30/2028	5 or less
3	Joe Lewis		Treasurer	Executive, Discipline, Finance	Yes	3	05/07/2025	05/06/2028	5 or less
4	Stacey Lauren		Secretary	Executive, Discipline, Education	Yes	5	12/01/2024	11/30/2027	5 or less
5	ExOfficio Parent Rep		Parent Rep	N/A	No	1	07/01/2024	06/30/2025	5 or less
6									
7									
8									
9									

**1a. Are there more than 9 members of the Board of Trustees?**

No

**2. Number of board meetings conducted in 2024-2025**

5

**3. Number of board meetings scheduled for the 2025-2026 school year**

5

**4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

- SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total number of Voting Members on June 30, 2025	4
b. Total number of Voting Members added during the 2024-2025 school year	0
c. Total number of Voting Members who left the board during 2024-2025 school year	0
d. Total Maximum Number of Voting Members in 2024-2025, as set by the board in by-laws, resolution, or minutes	4
e. Board members attending 8 or fewer meetings during 2024-2025	4

**Thank you.**

## Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2025

### Instructions

#### Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2024-2025 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2025**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2024-2025 school year completes the form.**

Charter schools **MUST** submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

#### [2024-2025-trustee-financial-disclo\\_KathleenLathen](#)

Filename: 2024-2025-trustee-financial-disclo\_OnsX0c0.pdf Size: 483.4 kB

#### [2024-2025-trustee-financial-disclo\\_JoyceFrost](#)

Filename: 2024-2025-trustee-financial-disclo\_p57Zzdx.pdf Size: 303.7 kB

#### [2024-2025-trustee-financial-disclo\\_JosephLewispdf](#)

Filename: 2024-2025-trustee-financial-disclo\_dEi500u.pdf Size: 296.6 kB

#### [2024-2025-trustee-financial-disclo\\_StaceyLauren](#)

Filename: 2024-2025-trustee-financial-disclo\_PQzIHaa.pdf Size: 497.4 kB

## Entry 6 – Enrollment & Retention

Completed - Aug 1 2025

### Instructions

#### Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2024-2025 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2025-2026.

## Entry 6 – Enrollment and Retention of Special Populations

**Good Faith Efforts to Meet Recruitment Targets (Attract)**

	Describe Recruitment Efforts in 2024-2025	Describe Recruitment Plans in 2025-2026
Students with Disabilities	<p>During our student recruitment process, prospective families who indicate they have a child with a disability are informed that we have a dedicated student support service department that will help them one on one once they are accepted.</p>	<p>We will continue to extend our time and knowledge on a case by case basis for those families who have a child with a disability. It is very important for us to keep this culture as it shows how hard we are willing to work with a parent in making their child succeed no matter what setting is required.</p>
English Language Learners	<p>As part of our student recruitment process every year, we advertise in various local papers. During this time, bilingual staff members from BCSE visit various early childhood education centers to distribute applications and share knowledge about what the school has to offer for students who are English Language Learners (ELL). Currently, our applications are translated in Spanish and Bengali.</p>	<p>We will continue our efforts by continuing to advertise and visit early childhood education centers. We will also attend Charter School open houses that are offered by the NYC Charter School Center. We hope to one day be able to set up a Charter School open house solely in the Bronx to reach out to more families.</p>
Economically Disadvantaged	<p>During our student recruitment process, we widely advertise our admissions window in Bronx newspapers that reaches out to various areas where economically disadvantaged families reside. For our online application, we indicate it as a preference to encourage families to apply. We inform families we are a public school and that there is no cost associated with attending. For families who are severe need and cannot afford the entire uniform, we provide as much assistance as we can so they get what they need.</p>	<p>We will continue all advertising efforts that we know are viewable to areas of ED families. We also advertise in free newspapers so that we reach families who are unable to afford to purchase other publications. We will continue to provide assistance for uniforms for those families who are in severe need.</p>

**Good Faith Efforts To Meet Retention Targets**

	Describe Retention Efforts in 2024-2025	Describe Retention Plans in 2025-2026
Students with Disabilities	<p>BCSE mainstreams students with special needs. Additionally, BCSE serves students who have special learning needs and provides services including: Integrated Coteaching (ICT), Special Education Teacher Support Services (SETSS), Counseling, Speech, Occupational Therapy and Physical Therapy. We also have staffed positions whose focus is solely on student with disabilities. They work hard to get students the services they need so that eventually the student can be phased out of the Individualized Educational Plan they were given.</p>	<p>We will continue to work with families on a case-by-case basis to educate them on what the child's IEP means and why they should receive the recommended service. We will begin servicing the child as soon as possible. If for any reason, a parent doesn't agree with the mandated services, we will help them with the appeal process as well. The ultimate goal is get the correct services for the student so that they can eventually go from what may be a complex setting to a less complex setting then eventually phasing out.</p>
English Language Learners	<p>At the time of registration, families are given a survey that helps to identify what the primary language in the household is. We find that 10%-15% of kindergarten students are eligible for NYSITELL testing. This test helps us identify the level of English proficiency in the student. Through immersion and high quality assistance from the teachers, students are tested out by the time they first or second grade.</p>	<p>The process for identifying ELL students will remain the same as it has worked over the years. One new addition we will work to implement this year is purchasing literature or software. An additional supplement they can do at home with their families so that they all are getting the benefit of learning.</p>
Economically Disadvantaged	<p>Once we have established who falls into the criteria, we are able to connect with camps and programs that specifically target this population. We then work with the families who are interested in these programs and go</p>	<p>We will continue to research what programs are offered to this specific population and provide them with as many opportunities as we can for their children. We are working on obtaining uniform vouchers for those</p>

through the steps of putting the student in the program. Programs have been offered during the school year and in the summer.

families who absolutely cannot afford uniforms for their children.

## Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Aug 1 2025

### Instructions

#### Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

## Entry 7 – Employee Fingerprint Requirements Attestation

### A. TEACH System – Employee Clearance

#### Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated PRIOR to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

<sup>[1]</sup> Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

## B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo](#).

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### Attestation

#### Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## Entry 9 – School Calendar

Completed - Aug 1 2025

### Instructions

#### Required of ALL Charter Schools

Charter schools must upload a final 2025-2026 calendar into the portal **no later than 11:59 PM on August 1, 2025**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools are also required to submit **school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. Schools must use a calendar format and ensure there is a monthly tally of instructional days.**

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

#### Sample Calendar:

#### [Bronx Snapshot Calendar 2025-2026](#)

Filename: Bronx\_Snapshot\_Calendar\_2025-2026\_TRFDAKC.pdf Size: 171.3 kB

# Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools ONLY)

Completed - Sep 16 2025

## Instructions

### SUNY-Authorized Charter Schools ONLY - Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2025**.

**PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.**

### 2024-25 APPR Bronx 5 Final

Filename: 165666ee1b1f4ce389d818e500ab54af.pdf Size: 489.8 kB

# Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)

Incomplete

## Instructions

### Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2025**.

Schools must complete the "Goals" tables as provided in the tables below OR upload the most current action plan that includes progress made toward the attainment of goals during the 2024-2025 school year.

**PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.**

# Entry 11 – Progress Toward Goals

## PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the school's most current action plan that includes progress made toward the attainment of academic, organization, and financial goals during the 2024-2025 school year.

Please select the method by which you will provide your school's information:

**No Responses Selected**

## PROGRESS TOWARD CHARTER GOALS

### Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 3, 2025.

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### 1. ACADEMIC STUDENT PERFORMANCE GOALS

#### Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025**.

### 2. ORGANIZATION GOALS

---

**2024-2025 Progress Toward Attainment of Organization Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

3. FINANCIAL GOALS

2024-2025 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

Thank you.

Entry 12 – Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal no later than 11:59 PM on November 3, 2025. The statements, the independent auditor’s report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also enter the financial statements and upload related documents in PDF format into the SUNY Compass system no later than 11:59 PM on November 3, 2025. SUNY-authorized charter schools are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

Entry 13 – Fiscal Year 2025-2026 Budget

Incomplete

SUNY-authorized charter schools are required to use Compass to complete and submit the Annual Budget and the Budget Narrative Questionnaire no later than 11:59 PM on November 3, 2025.

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the Annual Reports webpage and complete it. Upload the completed template no later than 11:59

**PM on November 3, 2025.** The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

## **Optional Additional Documents to Upload (BOR)**

Incomplete

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Kathleen Lathen

---

**Name of Charter School Education Corporation:**

BRONCHARTER SCHOOL FOR EXCELLENCE

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).  
Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

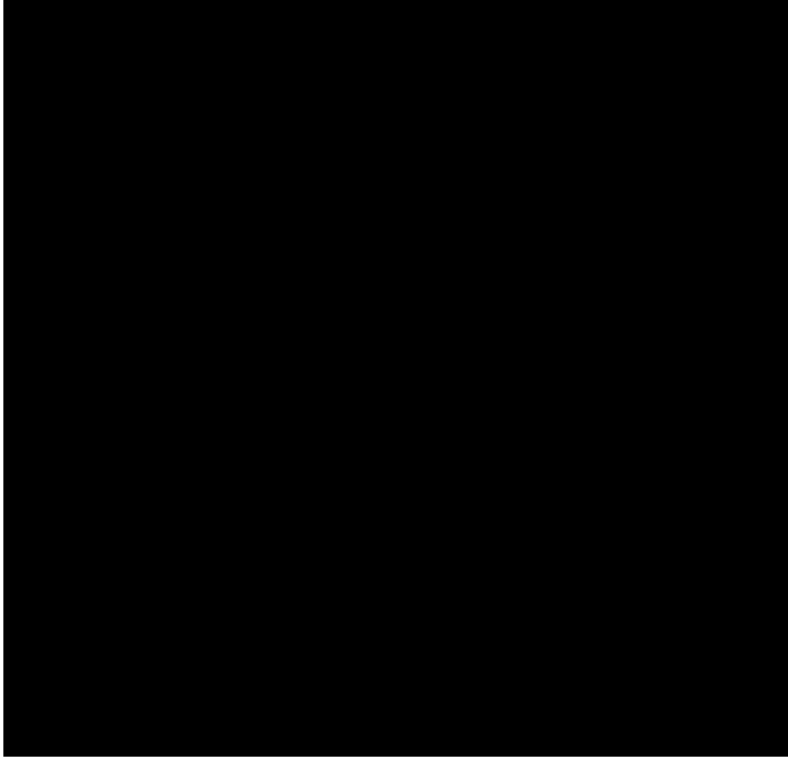
<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*



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*Kathleen Lathen*  
Kathleen Lathen (Jul 30, 2024 13:44 EDT)

7/30/24

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Joyce Frpst

---

**Name of Charter School Education Corporation:**

BRONX CHARTER SCHOOL FOR EXCELLENCE

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Vice chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

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Yes  No

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Yes  No

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**None**

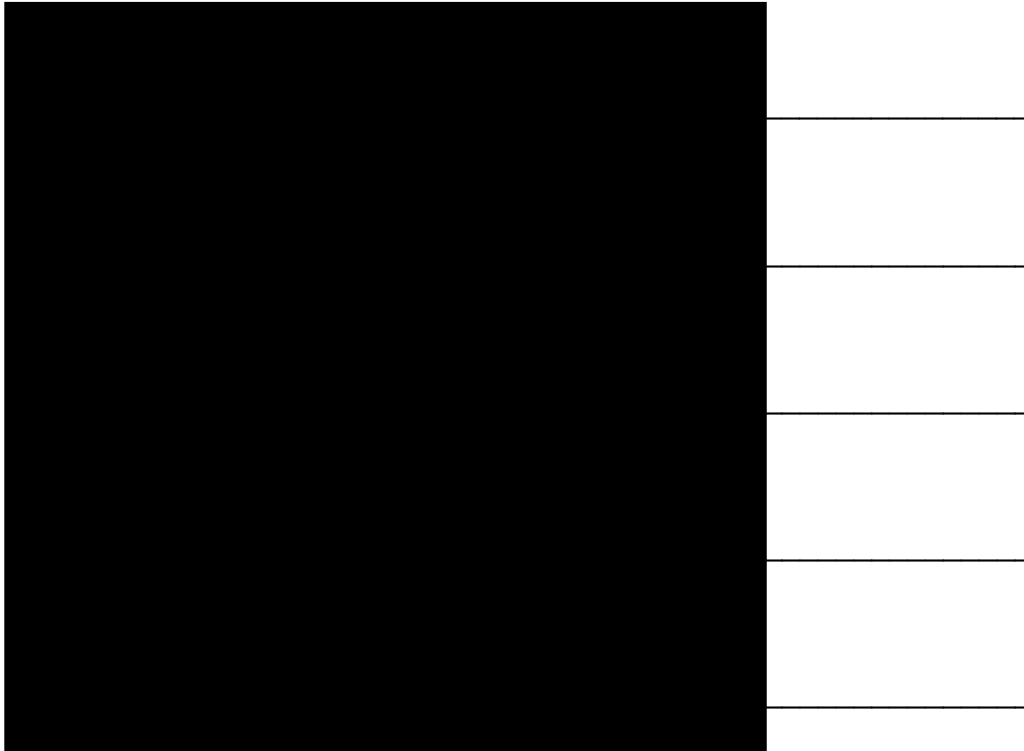
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**None**

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*Joyce Frpst*

08/03/2024

---

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Joseph Lewis

---

**Name of Charter School Education Corporation:**

BRONCHARTER SCHOOL FOR EXCELLENCE

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

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Yes  No

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**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

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**None**

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*Joseph Lewis*

Joseph Lewis (Aug 1, 2024 19:30 EDT)

08/01/2024

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Stacey Lauren

---

**Name of Charter School Education Corporation:**

BRONXCHARTER SCHOOL FOR EXCELLENCE

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

Chair Education Committee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

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Yes  No

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Yes  No

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**None**

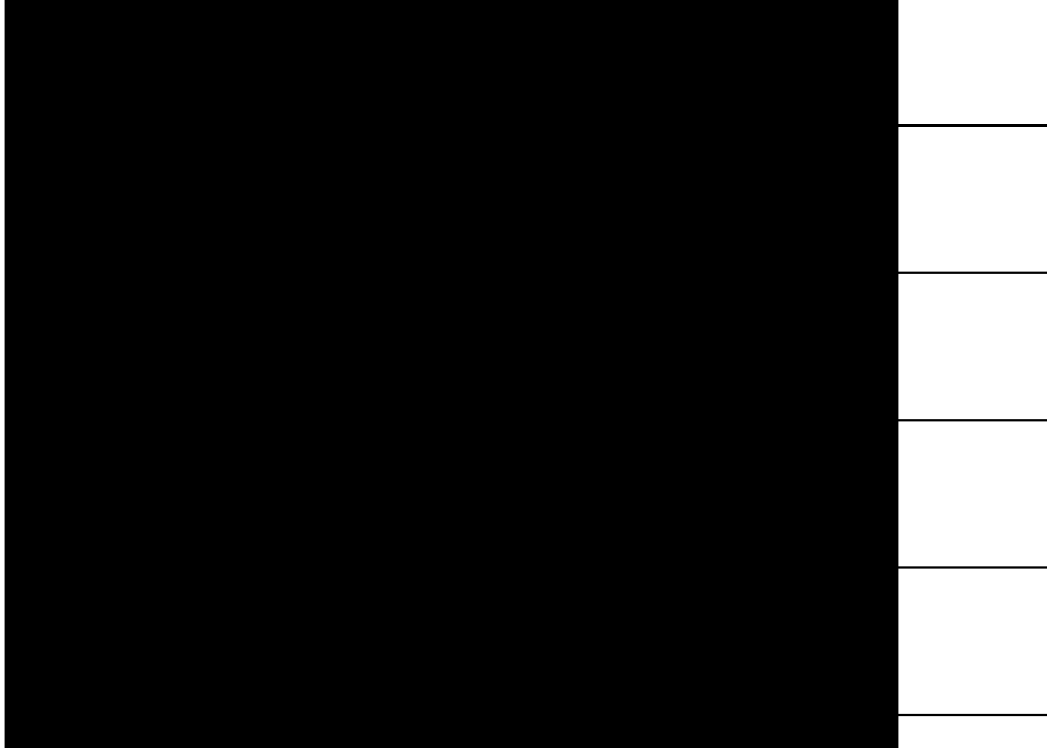
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*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*



*Stacey Lauren*

[Stacey Lauren \(Jul 31, 2024 10:08 EDT\)](#)

07/31/2024

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

# Bronx Excellence – 2025-2026 School Calendar

180 school days

September 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						21

October 2025						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						22

November 2025						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						16

December 2025						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						17

January 2026						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						19

February 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
						15

March 2026						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						22

April 2026						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	21	23	24	25
	27	28	29	30		
						16

May 2026						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						20

June 2026						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				12

**Dates to Know:**

August 18 – New Teachers/Existing Employees Start/Return

**June 6 – Optional Grade Book Entry Day – Paid as Saturday Academy Day.**

**Schedule Changes:**

All Saturday academy days are scheduled from 9am-3pm

**COLOR CODE DEFINITION:**

- 00 Fed Holidays – Closed
- Recess - Closed
- Saturday Academy
- End of MP
- PT Conferences
- Network Wide PD (clerical day)
- First and Last Day of School
- State Testing (ELA, Math, Science)
- Gradebook entries due

**Federal Holidays and School Breaks 2025/26 (school closures)**

Sep 1	Labor Day	Dec 24-Jan 2	Winter Recess	Apr 2-10	Spring Recess
Oct 13	Indigenous Peoples' Day	Jan 1, 2026	New Year's Day	May 25	Memorial Day
Nov 4	Election Day/PD/Clerical	Jan 19	Martin L. King Day	June 4	PD/Clerical Day
Nov 11	Veteran's Day	Feb 16-20	Mid-Winter Recess	June 5	Administrative Day
Nov 27-28	Thanksgiving Recess	Feb 16	President's Day	June 19	Juneteenth



**Bronx Charter School for  
Excellence 5**

**2024-25 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on  
September 16, 2025

By

Taylor Pescetti, School Principal

1946 Bathgate Avenue, Bronx NY 10457

(718) 882-1058

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Taylor Pescetti, School Principal prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Kathy Lathen	Board Chair	Executive, Finance, Discipline
Joyce Frost	Vice Chair	Executive, Finance, Discipline
Joseph Lewis	Treasurer	Executive, Finance, Discipline
Stacey Lauren	Secretary	Executive, Discipline, Education

Taylor Pescetti has served as the Bronx Charter School for Excellence 5 leader since August 2023.

## SCHOOL OVERVIEW

Bronx Charter School for Excellence 5 (Bronx Excellence 5, Bronx 5) opened in the fall of 2019 as an important and exciting public-school alternative to serve children in the East Tremont neighborhood in the South Bronx. Since its inception, Bronx Excellence 5 has expanded one-grade level each year and serves K-7 in fall 2025. Bronx 5 will scale to K-8 like other schools in the Bronx Excellence network. The award-winning Bronx Excellence approach provides a differentiated, project-based learning environment that seeks to develop high-level analytical and critical thinking skills in every scholar. During the 2024-2025 school year, Bronx 5 served 313 children in grades K-6.

The mission of Bronx Charter School for Excellence 5 is to prepare young people in New York City to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional, and ethical development. The school accomplishes this by offering a challenging and rigorous academic curriculum, which at the earliest of grades has an eye toward college preparation. Bronx Excellence 5 provides a supportive and caring environment that maintains high expectations for all students. The demographics of the population served by Bronx Excellence 5 are as follows:

Percentage distribution of 2024-2025 students by race/ethnicity

Ethnicity	Percentage
American Indian or Alaskan Native	0.00%
Asian	1.60%
Black/African American	32.59%
Hispanic/Latino	65.18%
Multiple Ethnicities	0.32%
Native Hawaiian or Other Pacific Islander	0.00%
White	0.32%

In addition, 84.35 % of our students are eligible for free or reduced lunch.

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	43	51	47	55	60	-	-	-	-	-	-	-	-	256
2023-24	35	49	49	39	46	44	-	-	-	-	-	-	-	262
2024-25	50	39	45	41	44	47	47	-	-	-	-	-	-	313

## GOAL 1: ENGLISH LANGUAGE ARTS

Bronx Excellence 5 students will become proficient readers and writers of the English language.

### BACKGROUND

During the 2024-25 academic year, Bronx Charter School for Excellence 5 implemented its high-quality, comprehensive English Language Arts (ELA) curriculum that is aligned to New York State's Next Generation Learning Standards for K through 8<sup>th</sup> grades. The reading program provides for students the foundation needed to become proficient readers, including skills and knowledge to understand how phonemes are connected to print; ability to decode words; ability to read fluently; background knowledge and vocabulary to foster comprehension; development of active strategies to construct meaning from print; and development and maintenance of a motivation to read. We chose this curriculum because it allows us to facilitate a literacy approach that incorporates multiple genres, has the flexibility to differentiate, and uses direct instruction to teach foundational skills prior to moving onto more complex content.

The elementary program is grounded in techniques that support explicit and systematic instruction and offers a platform for ongoing professional development for teachers in the critical elements of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. This program is supplemented with guided reading and literature circles based on student learning needs. Students are regularly exposed to authentic texts and provided leveled, guided instruction. Teachers use multiple levels of Bloom's Taxonomy question stems to promote critical thinking. All instructional staff participate in workshops and ongoing modeling throughout the academic year to enhance their skills and optimize their use of curriculum resources.

The middle school program continues this work as scholars progress into departmentalized instruction. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading using a published program in concert with award winning novels. The program provides a wide variety of genres, word study/vocabulary enrichment, differentiated material, and connections to writing. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. Award-winning novels are directly tied to broader themes taught in other disciplines. Therefore, we can increase reading engagement, stamina, and the connections that allow scholars to make better meaning and sense of the world around them.

Bronx Excellence 5 utilizes the writing workshop model for scholars to experience processed and craft writing. Students improve writing fluency; learn to communicate effectively; develop knowledge of the English written language system, with an emphasis on syntax and discourse; understand the connections between reading and writing to develop writers; understand and can write across various fictional and non-fictional genres; and develop a love of writing, culminating in publishing parties where written work is celebrated.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent, daily flexible reading groups that focus supports within smaller groups for

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

struggling readers while offering enrichment activities for students who are proficient and advanced readers. Scholars receive small group instruction and interventions that cross grade-level classrooms. Teachers gather extensive assessment data to determine students’ learning levels and provide individualized support to target needs. Assessments include a combination of formal and informal measures such as daily checks and anecdotes; quarterly benchmarks tests; annual state assessments; and curriculum-based assessments administered at the conclusion of the six- to eight-day instructional cycle. All data is used to inform lesson planning, establish targeted small group mini lessons, monitor progress, and evaluate the efficacy of our programming. Moreover, it helps to drive differentiated professional development by strengthening areas of vulnerability and leveraging assets to optimize instruction.

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	36	-	-	-	-	-	-	36
4	40	-	4	-	-	-	-	44
5	43	-	2	-	-	-	-	45
6	44	-	-	-	-	-	-	44
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
All	163	-	6	-	-	-	-	169

Performance on 2024-25 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students	Enrolled in at least their Second Year
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<sup>1</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	36	35	97.22%	34	34	100.00%
4	40	36	90.00%	30	26	86.67%
5	43	35	81.40%	38	30	78.95%
6	44	38	86.36%	32	31	96.88%
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	163	144	88.34%	134	121	90.30%

### ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.<sup>2</sup>

### English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Number of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
161	2	15	37	107

$$PI = 0 * 1.24 + 1 * 9.32 + 2 * 22.98 + 2.5 * 66.46 = 221.43$$

### ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

<sup>2</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

### 2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	100.00%	34	39.20%	633
4	86.67%	30	37.75%	595
5	78.95%	38	42.22%	722
6	96.88%	32	34.00%	528
7	-	-	39.19%	645
8	-	-	41.92%	747
All	90.30%	134	39.16%	3870

#### ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.<sup>4</sup>

### 2023-24 English Language Arts Comparative Performance by Grade Level

<sup>3</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

<sup>4</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	94.9	459.0	437.1	2.23
4	89.6	456.0	439.2	1.61
5	89.1	448.0	437.6	1.07
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	90.9	454.0	438.0	1.59

### ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

### METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.<sup>5</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

### 2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49.8	50.0
5	50.6	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	50.2	50.0

<sup>5</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

# 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

## ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **Internally developed**

## METHOD

The table below shows the proficiency rates of students at the end of the 2024-25 school year. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, these figures demonstrate the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

End-of-Year Performance of 2024-25 Students from Internal ELA Assessment by Grade Level

Site	Grade	Count of Students	% Proficient
Bronx 5	3	36	94.44%
Bronx 5	4	43	90.70%
Bronx 5	5	45	84.78%
Bronx 5	6	43	86.05%
Bronx 5	7	N/A	N/A
Bronx 5	8	N/A	N/A
Bronx 5	All	167	88.69%

## SUMMARY OF THE ELA GOAL

Bronx Excellence 5 met the ELA goal and exceeded the target for each individual measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Yes
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a	Yes

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	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

### EVALUATION OF ELA GOAL

Bronx Excellence 5 exceeded each of the five measures, outperforming most targets by large margins, and met the ELA goal for 2024-25.

**Measure 1 – Absolute:** Overall, 90.3% of students enrolled in at least their second year were proficient on the New York State exam for grades 3-8, which greatly exceeds the 75% attainment expectation. Students enrolled continuously in each individual grade surpassed the 75% attainment target as well, and third graders notably achieved 100% proficiency.

**Measure 2 – Absolute:** The school’s performance index was 221.43, which exceeded the achievement measure target of 117.3.

**Measure 3 – Comparative:** Bronx Excellence 5 students enrolled in at least their second year outperformed their district counterparts in each grade and overall. The overall proficiency rate for these continuously enrolled students was 90.37%, compared to 39.16% within the school district of comparison.

**Measure 4 – Comparative:** Each individual grade surpassed the .3 effect size achievement measure target, and the school’s overall effect size was 1.59.

**Measure 5 – Growth:** The school surpassed the 50.0 achievement measure target for mean growth percentile with an overall MGP of 50.2.

These positive outcomes reflect effective instructional routines and the overall strength of the ELA program in school year 2024-25

### ELA ACTION PLAN

Bronx Excellence 5 will continue to educate our scholars with a goal of equity in mind. This ensures that all children have equitable access to high-quality instruction. To ensure that we accommodate all our scholars, we are holding intervention/tutoring sessions before, during, and after school hours. In addition, Bronx Excellence 5 will continue to hold ELA parent workshops to further support all our scholars and families. We have seen growth since adapting to our new reading curriculum, Into Reading, which further aligns to the Next Generation Learning Standards. Bronx Excellence 5 will continue to provide equitable access to our high-quality instructional program to all students and will remain vigilant of all learners’ progress, including those with special educational needs and English Learners. All teachers have received training designed to reinforce strategies to support English learners and students with disabilities. We will continue to prioritize our professional development for all teachers with a strong focus on the Next Generation Standards.

Topics include:

- Key Ideas and Details
- Craft & Structure
- Integration of Knowledge and Ideas
- Text Type & Purpose
- Research to Build and Present Knowledge
- Comprehension and Collaboration
- Presentation of Knowledge and Idea
- Convention of Academic English/Language for Learning
- Knowledge of Language
- Vocabulary Acquisition and Use

We will continue to prioritize our professional development with more time devoted to addressing the needs of the struggling, proficient, and advanced readers. Since Bronx Charter School for Excellence 5 teaches reading through a daily cycle of whole group instruction to flexible reading groups within the entire grade, most of the improvement will take place during the flexible reading group sessions. Upper grade teachers will spend more time devoted to guided reading and literature circles, with a strong emphasis on building effective reading comprehension strategies and critical thinking techniques. Importantly, teachers will receive support from the leadership team, the principals, and additional support staff to identify students who require literacy intervention. Our scholars who are identified as ELLs are provided data-driven instruction which includes interventions. Some of these scholars also receive special educational services in accordance with their IEP or are in the process of being evaluated for an IEP. While serving this high-need student population Bronx 5 continues to outperform peer schools in New York City and has had higher than predicted effect size outcomes, which reflects the strength of the program and its development.

## GOAL 2: MATHEMATICS

Bronx Excellence 5 students will demonstrate steady progress in the understanding and application of mathematical skills.

### BACKGROUND

Bronx Excellence 5 uses Next Generation math standards and Eureka Squared sequences mathematical progressions into modules. The curriculum aligns well with the school's approach to learning and provides a foundation of knowledge, skills, and competencies upon which to build as students advance in content and grade level. We selected this curricular approach because it allows students to engage with exciting, intriguing, and animated content that provides enhanced opportunities to explore, expand upon, and broaden the depth of mathematical discourse, real-world connections, reasoning, critical thinking, and problem solving. This includes computational, procedural, and conceptual knowledge that supports and builds success in mathematics with authentic problem solving. The program centers on

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teaching with a concrete-pictorial-abstract learning progression through real-world, hands-on experiences. It encourages students to use various mental strategies to solve problems and focus on finding solutions. It builds conceptual understanding rather than rote memorization, with an emphasis on critical thinking and problem solving and focuses on deep knowledge building to understand mathematics conceptually.

Our math program also uses key concepts as building blocks for more complex treatments in articulated, logical, modular progressions using a narrative approach to build coherence. Students are encouraged to use math talk to build mathematical vocabulary to discuss concepts in context. Scholars are expected to learn content and processes of mathematics to become lifelong mathematical thinkers. Middle school students continue to work with the standards-aligned, coherent, and focused curriculum that reflects the logical and sequential nature of mathematics. The curriculum simultaneously develops conceptual understanding, computational fluency, and problem-solving skills within real-world context. Our program is research-based and provides robust professional development for teachers, inclusive of teacher-led instructional videos and tools to target instruction based on student need.

Math is taught daily for a minimum of 60 minutes for elementary school and 90 minutes for middle school. During the class, content is introduced to the whole group. The teacher uses real-time data collected throughout the lesson, such as checks for understanding or questioning methods, along with unit quizzes and tests, and informal performance assessments. Additional assessments include formal and informal measures such as exit tickets, performance tasks, interim and state exams, and unit quizzes and tests. Data garnered from these measures is used to formulate small group interventions, assess curriculum efficacy, inform lesson planning, and guide professional development.

Based on classroom data, teachers provide scaffolded small groups and individualized targeted instruction as students practice work independently. This way, interventions are provided in real time, particularly for scholars who are not immediately mastering content. Our program also allows differentiation with advanced sections and groups created to enrich the math experience for scholars who are accelerated. While scholars are expected to master both content and mathematical processes appropriate for their age and grade, our goal is to support scholars so they can complete Algebra by the end of eighth grade.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam  
Number of Students Tested and Not Tested

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Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	36	-	-	-	-	-	-	-	36
4	40	-	4	-	-	-	-	-	44
5	43	-	2	-	-	-	-	-	45
6	44	-	-	-	-	-	-	-	44
7	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-
All	163	-	6	-	-	-	-	-	169

### Performance on 2024-25 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	36	35	97.22%	34	34	100.00%
4	40	39	97.50%	30	30	100.00%
5	43	40	93.02%	38	35	92.11%
6	44	41	93.18%	32	31	96.88%
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	163	155	95.09%	134	130	97.01%

#### Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

#### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

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## Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Number of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
163	2	6	38	117

$$PI = 0 * 1.23 + 1 * 3.68 + 2 * 23.31 + 2.5 * 71.78 = 229.75$$

### Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

## 2024-25 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	100.00%	34	50.09%	1679
4	100.00%	30	40.13%	1652
5	92.11%	38	35.79%	1777
6	96.88%	32	29.62%	1587
7	-	-	42.08%	1692
8	-	-	45.42%	1376
All	97.01%	134	40.43%	9763

### Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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## METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.<sup>6</sup>

### 2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	94.9%	471.0	443.9	1.97
4	89.6%	487.0	447.4	2.51
5	89.1%	484.0	442.5	3.02
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	90.9%	481.3	444.7	2.53

### Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

## METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.<sup>7</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are

<sup>6</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

<sup>7</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

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aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	60.7	50.0
5	69.6	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	65.1	50.0

### MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: **Internally developed**

### METHOD

The table below shows the proficiency rates of students at the end of the 2024-25 school year. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, these figures demonstrate the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

### RESULTS AND EVALUATION

End-of-Year Performance of 2024-25 Students from Internal Math Assessment by Grade Level

Site	Grade	Count of Students	% Proficient
Bronx 5	3	36	91.67%
Bronx 5	4	43	88.37%
Bronx 5	5	45	82.22%
Bronx 5	6	43	83.72%
Bronx 5	7	N/A	N/A
Bronx 5	8	N/A	N/A
Bronx 5	All	167	86.23%

### SUMMARY OF THE MATHEMATICS GOAL

Bronx Excellence 5 met the mathematics goal and exceeded the target for each individual measure.

Type	Measure	Outcome
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Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Yes
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

### EVALUATION OF THE MATHEMATICS GOAL

Bronx Excellence 5 met the mathematics goal and exceeded the targets for each measure by a large margin.

**Measure 1 – Absolute:** Overall, 97.01% of students enrolled in at least their second year were proficient on the New York State math exam for grades 3-8, surpassing the 75% attainment expectation. The results for students enrolled in at least their second year in each grade individually exceeded the target as well, and notably in grades three and four continuously enrolled students achieved 100% proficiency.

**Measure 2 – Absolute:** The school's performance index was 229.75, which exceeded the achievement measure target of 119.4.

**Measure 3 – Comparative:** Bronx Excellence 5 students enrolled in at least their second year outperformed their district counterparts in each grade and overall. The overall proficiency rate for these continuously enrolled students was 97.01%, compared to 50.65% within the school district of comparison.

**Measure 4 – Comparative:** Each individual grade surpassed the .3 effect size achievement measure target, and the overall effect size for the school was 2.53.

**Measure 5 – Growth:** The school's overall MGP was 65.1, exceeding the target of 50.

These positive outcomes reflect effective instructional routines and the overall strength of the mathematics program in school year 2024-25.

### MATHEMATICS ACTION PLAN

Bronx Excellence 5 will continue to educate scholars with a lens towards the maintenance of equity. This ensures that all children have equitable access to high-quality instruction. Bronx Excellence 5 will continue to provide academic intervention for scholars who did not achieve their academic goals and will continue to implement resources and strategies that have historically proven successful for our scholars. To assess students' instructional needs at the start of the 2025-2026 school year, Bronx Excellence 5 dedicated the first week of school administering benchmark assessments to gauge where students are in their development. Using this and other data collected throughout the year, the school will provide intensive, data-driven differentiation to target individualized needs. Bronx Excellence 5 will continue to provide equitable access to our high-quality instructional program to all students and remain vigilant of all learners' progress, including those with special educational needs and English Learners. All teachers received training designed to reinforce strategies to support English learners and students with disabilities. We will continue to prioritize our professional development for all teachers with a strong focus on the Next Generation Standards.

Topics include:

- Perseverance in Problem Solving
- Abstract & Quantitative Reasoning
- Critiquing and Constructing Viable Arguments
- Mathematic Models
- Appropriate Strategies & Tools
- Precision
- The use and search for Mathematical Structures
- Express and search for Regularity in repeated reasoning.

Teachers will continue to receive support from the leadership team, the principal, and additional support staff to identify students who require intervention in the areas of Mathematical concepts within the first few weeks of school.

### GOAL 3: SCIENCE

Students will demonstrate proficiency relative to science achievement and use technology, scientific concepts, principles, and theories to conduct and analyze investigations.

#### BACKGROUND

The science curriculum is based on the New York State P-12 Science Learning Standards (NYSP-12SLS) and focuses on three dimensions of learning – Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. Under the guidance of the standards, the science program takes an inquiry-based approach to learning. It provides students with opportunities to build connections that link science to technology and societal impacts and provides the skills and knowledge our students need to become scientifically literate citizens of the 21st century. This approach aligns to our commitment to

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inspire conscientious, inquisitive, knowledgeable, and lifelong scholars. Students practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

Science instruction at Bronx Excellence 5 is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on explorations in the early grades that help students build their understanding of key concepts. It invites students to develop and explain concepts in their own words orally, through writing, and drawing. Students are provided with options and projects that allow them to demonstrate mastery of content. Young learners are encouraged to actively explore, discover, and learn about the natural world.

The middle school science program is also governed by the NYSP-12SLS. Key ideas and performance indicators are used to prepare our students to further develop and cultivate science abilities and understanding. Guided by teachers, students continually learn content to complete hands-on scientific investigations, blended with literacy-rich activities and interactive digital tools. They also learn to develop hypotheses and provide reasoning using evidence. With practice, trial, and error, students in grades 5-8 demonstrate their understanding of scientific processes, skills, and procedures. Bronx 5 scholars also learned about cultivating a hydroponic lab and eighth graders will be able to take an advanced high school course of living environment and participate in Urban Advantage, an initiative designed to advance scientific learning in New York City. Varied opportunities allow students to demonstrate appropriate scientific language, procedures, and proficiency, culminating in the state examinations. Assessments include classroom assignments, discourse, experiments, quizzes and tests, and presentations. Data is used to inform instruction, evaluate program efficacy and differentiate professional development.

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> and 8<sup>th</sup> grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam  
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
5	38	26	68.42%
8	N/A	N/A	N/A

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All	38	26	68.42%
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### Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

### 2024-25 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	38	26	68.42%	1827	291	16%
8	N/A	N/A	N/A	1372	333	24%
All	38	26	68.42%	3199	624	19%

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bronx Excellence 5 met one of two measures, exceeding the target for the comparative measure and falling short of the absolute measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Yes

### EVALUATION OF THE SCIENCE GOAL

Bronx Excellence 5 met the target for one of two science measures and continues to work toward meeting the goal. The school's overall proficiency rate for students enrolled in at least their second year was 68.42% with students in grade five tested. Continuously enrolled students vastly exceeded the

## 2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

performance of their district peers, as two-thirds of the school’s students were proficient compared to less than 20% proficiency at the district of comparison.

### ACTION PLAN

Based on these results, grade-level and content teams will implement targeted interventions, such as small-group instruction, reteach opportunities, tutoring before and after school, and hands-on inquiry-based labs.

Strategic interventions will be prioritized for subpopulations and cohorts where performance gaps are identified. For example, students will receive enhanced support through differentiated materials, additional instructional time, and scaffolded assignments designed to strengthen scientific understanding.

Through these consistent practices in data collection, monitoring, and targeted intervention, Bronx Excellence 5 will ensure that all students have equitable opportunities to succeed in science.

### GOAL 4: ESSA

#### ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Local Support and Improvement (Good Standing)
2023-24	Local Support and Improvement (Good Standing)
2024-25	Local Support and Improvement (Good Standing)

### ADDITIONAL CONTEXT AND EVIDENCE

Bronx Excellence 5 has remained in good standing and has met this goal every year of reporting.

DEPARTMENT OF HOUSING AND BUILDINGS

BOROUGH OF BRONX, CITY OF NEW YORK EG

No. 2054

Date MAY 23 1945

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C.26-181.0. to C.26-187.0. inclusive Administrative Code 2.1.3.1. to 2.1.3.7. Building Code.)

This certificate supersedes C. O. No. N.B. 144/1938 (One Building)

To the owner or owners of the building or premises: Olga Bianchi

THIS CERTIFIES that the ~~new~~ altered ~~existing~~ building premises located at 1820 Bone Avenue E/S 235<sup>th</sup> North of Morris Park Avenue

Block 4129 Lot 47

, conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646 of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

Permit No. 80-1943

Construction classification Non-fireproof

Occupancy classification RESIDENCE (CLASS "A" CONVERTED DWELLING) AND GARAGE Height 2 stories, 30 feet.

Date of completion October 17, 1944 Located in RESIDENCE Use District.

Area C Height Zone at time of issuance of permit 1-1/4

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	
Basement	Concrete on earth				One family (3 rooms), boiler room, storage accessory to multiple dwelling.
First	40				One family (6 rooms)
Second	40				Two families (7 rooms)
NOTE:	Concrete on earth				Two car Garage on Rear of lot, accessory to multiple dwelling.

Goring D.R.  
M.F.

5-22-46

**NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT**

Unless an approval for the same has been obtained from the Borough Superintendent, no change or rearrangement in the structural parts of the building, or affecting the light and ventilation of any part thereof, or in the exit facilities, shall be made; no enlargements, whether by extending on any side or by increasing in height shall be made; nor shall the building be moved from one location or position to another; nor shall there be any reduction or diminution of the area of the lot or plot on which the building is located.

The building or any part thereof shall not be used for any purpose other than that for which it is certified.

The superimposed, uniformly distributed loads, or concentrated loads producing the same stresses in the construction in any story shall not exceed the live loads specified on reverse side; the number of persons of either sex in any story shall not exceed that specified when sex is indicated, nor shall the aggregate number of persons in any story exceed the specified total; and the use to which any story may be put shall be restricted to that fixed by this certificate except as specifically stated.

This certificate does not in any way relieve the owner or owners or any other person or persons in possession or control of the building, or any part thereof from obtaining such other permits, licenses or approvals as may be prescribed by law for the uses or purposes for which the building is designed or intended, nor from obtaining the special certificates required for the use and operation of elevators; nor from the installation of fire alarm systems where required by law; nor from complying with any lawful order for additional fire extinguishing appliances under the discretionary powers of the fire commissioner; nor from complying with any lawful order issued with the object of maintaining the building in a safe or lawful condition; nor from complying with any authorized direction to remove encroachments into a public highway or other public place, whether attached to or part of the building or not.

If this certificate is marked "Temporary", it is applicable only to those parts of the building indicated on its face, and certifies to the legal use and occupancy of only such parts of the building: It is subject to all the provisions and conditions applying to a final or permanent certificate; it is not applicable to any building under the jurisdiction of the Housing Division unless it is also approved and endorsed by them, and it must be replaced by a full certificate at the date of expiration.

If this certificate is for an existing building, erected prior to March 14, 1916, it has been duly inspected and it has been found to have been occupied or arranged to be occupied prior to March 14, 1916, as noted on the reverse side, and that on information and belief, since that date there has been no alteration or conversion to a use that changed its classification as defined in the Building Code, or that would necessitate compliance with some special requirement or with the State Labor Law or any other law or ordinance; that there are no notices of violations or orders pending in the Department of Housing and Buildings at this time; that Section 646F of the New York City Charter has been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent, and that, so long as the building is not altered, except by permission of the Borough Superintendent, the existing use and occupancy may be continued.

"§ 646 F. No certificate of occupancy shall be issued for any building, structure, enclosure, place or premises wherein containers for combustibles, chemicals, explosives, inflammables and other dangerous substances, articles, compounds or mixtures are stored, or wherein automatic or other fire alarm systems or fire extinguishing equipment are required by law to be or are installed, until the fire commissioner has tested and inspected and has certified his approval in writing of the installation of such containers, systems or equipment to the Borough Superintendent of the borough in which the installation has been made. Such approval shall be recorded on the certificate of occupancy."

Additional copies of this certificate will be furnished to persons having an interest in the building or premises, upon payment of a fee of fifty cents per copy.